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IDENTIFIERS \*Idaho

## ABSTRACT

This packet contains recommendations made in 1995 and in 1996 by the Idaho State Council on Vocational Education for improving vocational education in the state. The 1995 recommendations address needed improvements in articulation, outreach, partnerships, technology, awareness, and capacity. The 1996 recommendations address the following: increasing capacity of the technical schools, articulation between secondary and postsecondary schools, encouraging the use of technology, and teacher certification in vocational fields. The booklets also list the programs available at the six technical schools in the state. (KC)

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ED 402 457

# 1995 Recommendations to the Idaho State Board of Education 1996 Recommendations to the Idaho State Board of Education

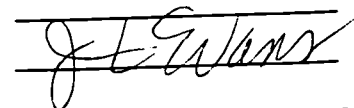
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1995  
Recommendations  
to the Idaho State  
Board of Education



presented by the  
Idaho Council on Vocational Education

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W.F. "Bill" Whitton  
Sagle

Don Brennan, *Executive Director*

Sally Blackwell, *Administrative Assistant*

Idaho's school reform efforts include the need for continued support for new models, more visibility for Tech Prep and other work-based initiatives, and increased measures and standards.

Roberta Fields  
school reform advocate  
and former State  
Board of Education  
member

Given the nature of the economy in Idaho, vocational education is a big part of secondary and post-secondary education programs. As a major part of our education system, vocational education is more than just job preparation; it provides our students with a practical alternative to the more traditional path of higher education.

Larry E. Craig  
U.S. Senator

To keep our economy moving in a positive direction, we must recognize the importance of our educational system and how it interrelates with economic development and the economic success of our state.

Jim Hawkins  
director, Department  
of Commerce

Excellence in technical education involves focusing on the customer, who may be a practical nurse in Pocatello who needs to learn the newest technologies in health care, a high school senior in Challis who wants to become a robotics expert, or a manufacturing business relocating to Idaho looking for a specialized program to train its employees.

Trudy Anderson  
administrator, State  
Division of Vocational  
Education



Executive Director,  
Don Brennan

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## The State Council on Vocational Education

Mr. Roy E. Mosman, President  
Office of the State Board of Education  
650 W. State Street  
P.O. Box 83720  
Boise, Idaho 83720-3650

Dear Mr. Mosman:

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 establishes the Idaho State Council on Vocational Education (ISCove). The Council has thirteen members, appointed by the Governor, who represent both the public and private sector. Section 112 of the act requires the Council to report to the State Board of Education, the Governor and the public-at-large concerning the provision of vocational education services in the State of Idaho with particular attention to programs for people with disabilities.

The council firmly believes that the quality of life for the citizens of Idaho can be best served by high quality vocational education. Vocational education not only prepares Idaho citizens for good jobs, but is important to the economic future of the state.

Much has been written recently about the need to reform Idaho education and provide quality, meaningful educational experiences to all students. The Council on Vocational Education believes that improving and expanding the vocational-technical educational system will be a strong step in the right direction. We appreciate your attention and concern as we work together to improve the quality of education for Idaho's youth and adults.

*Alex D. Creek*



Alex D. Creek, Chairman  
Idaho State Council on  
Vocational Education



articulation  
outreach  
Capacity  
technology  
partnerships  
AWARENESS

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## Preface

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The Idaho State Council on Vocational Education commends the State Board for its willingness to focus on issues that affect vocational-technical education. On October 23, 1994 the Board allowed the Council to carry out an extended presentation of information and testimony, including personal testimonies from vocational students. The session communicated two primary goals: 1. Increase the capacity of vocational-technical education; and 2. Improve public awareness of career opportunities through Idaho's vocational-technical education system. Other goals include the improvement of vocational-technical education through research, technology, partnerships, outreach and integration.

More than ever, the Council advocates these goals and believes the climate is right to expand the state's vocational-technical education system and promote awareness of career opportunities.

The following recommendations, presented to the State Board for Vocational Education, are a logical next step—a summary of goals and objectives of the State Council for Vocational Education. The recommendations not only embody the goals of the Council, but fit with findings of the State Division of Vocational Education's system assessment, and strongly align with Idaho's statewide school reform efforts.



## Recommendations

The Idaho State Council for Vocational Education recommends the following changes within the Idaho education system to increase the capacity of the vocational-technical education system to serve Idaho youth and adults seeking technical training:

**Articulation:** Continue to develop ways to integrate vocational and academic education. Target professional development—teacher education, inservices, industry mentor-



ing, strategic planning, and formal evaluations; curriculum design—problem solving,



critical thinking, communications, and interpersonal skills;

and teacher collaboration—secondary to postsecondary voca-

tional-technical training, articulation, seamless curriculum,

and communication across disciplines; **Outreach:** Improve ways to identify, reach and serve all unique populations through vocational-technical education.

## Gwen



Ms. Gwen Gerkey, BA degree in English, works at Litho Printing in Pocatello; Certificate in Printing Technology from ISU School of Applied Technology.

*As a high school junior, the only postsecondary education option presented to me was the pursuit of a bachelor's degree. Since my GPA was fairly high, my family, friends and teachers assumed that I would attend college. My only decision in the matter was to*

*choose which one. I was not concerned about a career choice, since everyone said I had a couple years to figure that out.*

*I spent my first two years of college exploring several fields of study. I had little direction and perhaps not enough ambition to select a career course. Gradually I accumulated enough credits to earn an English degree with a social work minor and had a vague notion of getting a job, hoping for something that somehow related to my education. Although I had worked part time throughout high school and college, I was unsure how to approach looking for a job in the "real world."*

*Over the next three years I held several jobs unrelated to my education. I came to the conclusion that I should return to school, maybe to get a teaching certificate or to enter the Graphic Arts program. My family did not quite understand my decision--perhaps it looked like I was going backwards in my education. I have since changed their opinions regarding vocational-technical education.*

*I enjoyed the hands-on experience very much and found that I learned quickly and retained what I learned more readily than through listening or reading alone. I was eager to attend class every day and never got bored. I still remember the feeling I had the first time a project I worked on became a printed product. It is a feeling I still experience when I see jobs that I designed roll off the press.*

*I earned a certificate in Typesetting and Pasteup in nine months and was immediately employed by the ISU Graphic Arts program. When I decided to leave there, I was offered two jobs without even filling out an application. I have been employed in the printing industry since the day I received my certificate. I continue to learn every day because of changes in technology and the challenges of specific jobs.*

*I place great value on my education -- all of it. I only wish that I had been aware of all the options available to me while I was in high school. I do not regret the choices I made. But I believe students should be aware of every alternative in order to make informed decisions about their future.*

# Kris

*Kris Jensen is the daughter of Kirby and Sharon Jensen of Moore, Idaho. She has two brothers and sisters. Kris graduated from Butte High School in 1992 and was a winning member of the debate team and continues to assist with this program.*

*Kris became inspired with chemistry as a result of her experiences in the science classes under the direction of Mrs. Denise Kesstinger. She helped make education fun and*


*interesting, consequently Kris took every science and math class offered. As she approached graduation, she utilized the Butte High Career Center, gathering information on postsecondary options. Kris had been told she would have to complete a college degree in order to be a chemist and realized through her career exploration this was not true. Eastern Idaho Technical College in Idaho Falls offered a two-year program as a chemist technician. Kris enrolled and graduated from EITC in 1994.*

*During the summer of 1993 she took advantage of an internship at INEL. She felt this was a valuable experience that later led to her employment the following year. She enjoyed and appreciated the "hands*

*on" experiences afforded to her during this time. She also had an opportunity to meet and work with future colleagues.*

*After graduating from the Chem Tech Program she immediately was hired and now works as a chemical technician for Lockheed Corporation. She loves her work and is gainfully employed after two years of vocational training.*

Ms. Kris Jensen, Idaho Falls, Graduate of Butte County High School, Certificate in Chemical Technology, Eastern Idaho Technical College, Works at INEL

**Partnerships:** Develop  education, industry and economic development models that deliver vocational-technical education in unique ways to meet Idaho's diverse needs. Focus on school-to-work opportunities, Tech Prep programs, advisory committees, work-site learning, mentoring, shadowing, alternative cluster models, and industry-specific training to increase business/education partnerships.

Improve vocational-technical programs at all levels through continued curriculum development and refinement, so that course content and training matches current and future workplace needs of a globally competitive Idaho.



**Technology:** Use a  variety of methods to provide updated

equipment and technology to vocational- technical classrooms.

**Awareness:** 

Build bridges of information—

between counselors and students; between schools and communities; and between

agencies and the general public—to educate citizens about career opportunities

available through vocational-technical education. **Capacity:** Increase

vocational-technical program capacity at the postsecondary level to assure placement

for students seeking articulation



from secondary vocational-technical

programs.

# Shane

*In 1988 I graduated from BSU with a degree in Business and was working in a good job when the company went out of business. I bounced around and had trouble finding meaningful work that paid good money. So I decided to go back to school to further my skills. I considered a Masters program, but from what I read I thought I would be in the same boat. Then I looked into Applied Technology.*

*My brother has a degree in electronics from ISU School of Applied Technology and*

*I had always been interested in computers. So I checked out the program, talked to the instructors and learned that they had a good record for job placement—and the pay was good.*

*The hands on learning through CSET is very appropriate. We are actually doing programming, so it is easy to see what is expected and to compare what I will be doing in the workplace. I expect to graduate in May 1996. This Associate of Applied Science degree in Computer Software Engineering Technology combined with my BS in Business should make me a very marketable employee.*

*Looking back, I realize coming out of Bear Lake High School in 1984 I had no interest in the Applied Technology School because I thought it was not as high a status*

*symbol, that I could not get an important job. Now I see that employers are looking for people with a good technical degree background. I am excited about my future and being able to use my technical skills to support my family.*



Mr. Shane Helm, Pocastello. Graduate of Bear Lake High School, Bachelor of Business Administration, BSU. Currently enrolled in Computer Software Engineering Technology (CSET) at ISU School of Applied Technology.



# Programs and Options

Division & Program Title	(Length of Programs in Months)					
	BSU	CSI	EITC	ISU	LCSC	NIC
<b>Agriculture Education</b>						
Agricenses		9/18				
Agriculture Power Machinery			x		18	
Farm & Ranch Mgmt	36	36		36		
Fish Technology		9				
Horticulture	18					
<b>Business &amp; Office Education</b>						
Business Computer Programming				9/20		18
Applications Programmer				x		
Computer Operator				x		
Computer Software Engineering/ Network Specialist				x		
Computer Software Engineering/ Language Specialist				x		x
Microcomputer Specialist				x		
Business & Office Technology	9/18	9/18	9/24	11/18	9/18	9/18
Bookkeeper/Account Clerk/Spec	x	x	x	x	x	
Business Computer App Spec		x				
Environmental Legal Assistant			x			
Executive/Admin Sec/Assistant	x		x	x	x	x
General Office Technology		x				
Legal Secretary/Assistant	x		x	x	x	x
Medical Secretary/Assistant			x	x	x	x
Office Sys/Info Processing Spec			x			
Secretary		x	x			
Word Proc/Office Automation		x	x		x	
Paralegal					9/18	
Computer Network Support Tech			18			
<b>Business Marketing &amp; Management</b>						
Marketing/Management	18	9/18	9/18	9/20	9/18	
Business Technology			x	x		
Distribution					x	
Hospitality/Hospitality Mgmt				9/20	9/18	
Hotel/Motel Management		x				
Management Technology				9/20		
Manufacturing Mid-Management			x			
Mid-Management		x				
Retail Merchandising		x				
Insurance Customer Service Rep			9			
<b>Health Occupations Education</b>						
Certified Occupational Therapist <sup>1</sup>				22		22
Dental Assisting	9		9			
Dental Lab Technology				11/20		
Health Information Technology				18		
Medical Assistant		10		9/18		
Mental Health Technician						9/18
Pharmacy Technician/Assistant				9/18		9

<sup>1</sup> This program will not run until Fall of 1996.

Division & Program Title	(Length of Programs in Months)					NIC
	BSU	CSI	EITC	ISU	LCSC	
Physical Therapist Assistant <sup>1</sup>				22		22
Practical Nursing	11	11	15	11		11
Respiratory Therapy Tech	12					
Surgical Technology	9					
Home Economics Education						
Child Development/Care/Guidance	9/18	11/18	9/20	9	18	
Culinary Arts/Food Service	9/18			2-11		10
Assistant Food Manager				x		
Culinary Assistant				x		
Dinner Cook				x		
Fry Cook				x		
Hospitality Assistant				x		
Trade & Technology Education						
Aircraft Maintenance Technology				9/20		
Air Frame				x		
Power Plant				x		
Air Frame & Power Plant				x		
Apprenticeship	36				18	
Electrical					x	
Plumbing					x	
Automotive Body Repair	11	9/20		14/20	9/18	10
Advanced Unibody Repair		x				
Automotive Refinishing				x		
Automotive Mechanic/Technician	9/18	24	x	14	9/18	10
Auto Parts Distribution					9	
Broadcast Technology	18					
Business Machine Repair	9/18			11		
Photocopy Technology	x					
Cabinetmaking/Woodworking		11/18				
Carpentry						10
Chemical Technology			20			
Civil Engineering Technology				18		
Cosmetology				2/14		
Nail Sculpturing				x		
Diesel Engine Mechanics	11	11/20	x	10/16	18	10
Diesel Electric Technology				x		
Tractor		x				
Truck		x				
Drafting Technology	18	11/20		11/20	9/18	18
Civil Engineering Drafting					x	
Design Drafting Technology				x		
Machine Drafting				x		
Mechanical Design Drafting					x	
Electrical Lineworker	9					
Electrical Technician				9		
Electromechanical Drafting				4/18		
Integrated Circuit Design				x		

Division & Program Title	(Length of Programs in Months)					
	BSU	CSI	EITC	ISU	LCSC	NIC
Electromechanical Technology				20		
Electronic Technology	18	11	11/20	27	9/18	18
Computer Sys Analysis/Repair					x	
Digital Service Technology		x			x	
Radio Communication					x	
Video Systems Repair					x	
Electronic/Telecommunications Tech				20		
Fire Protection & Safety Tech	18	18	18	18	18	18
Graphic/Printing Equipment Tech				18	9/18	
Color Press Technician					x	
Electronic Imaging				x	x	
Offset Press				x	x	
Phototypesetting					x	
Hazardous Materials Technician			11/20		9/18	
Heating/Air Cond/Refrig Mech	9	11/20				9
Ind Machinery Maint & Repair	9/20					11
Automated Ind Technician	x					
Ind Environmental Technician	x					
Ind Manufacturing Technology	18	24	11/20		9	16
Instrumentation Technology				20		
Law Enforcement		6		9		6/18
Laser Electro-Optic Technology				20		
Machinist/Machine Technology	9/18			11/18		18
Machine Tool Operator/Tech				x		
Major Appliance Repair					9/18	
Marine Mechanic						10
Professional Truck Driving	10 wk					
Radiation Safety Technology			11/20			
Recreational/Small Engine Repr	9					
Semiconductor Technology	18					
Upholstery				14/18		
Furniture Upholstery				x		
Water Quality/Wastewater Treatment	11	11/20				
Welding	11/22	11/20	11	9/18	9/18	10
Machining Technology					x	
Mechanical/Welding Tech	x					
Welder-Fitter				x		

x = Options within approved programs

11/20 = Certificate & degree programs offered. Normally certificate program for the first time period and degree program for longer time commitment.

NOTE: The first nine months of the electronics curriculum is standard at all institutions. A student may take the first year of the program at any school and then transfer to another for minor specialization or for completion of a full program. This program will not run until Fall of 1996.

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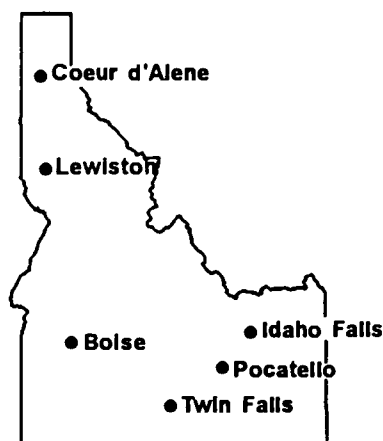
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## ===== Mission and Purpose =====

**T**he State Council on Vocational Education is committed to the people of the State of Idaho to ensure their access to quality vocational education services through its federal evaluation and oversight role. The Council recognizes this activity as part of the state's broad obligation to provide all citizens quality education that results in improved productivity and economic growth.

Under Public Law 101-392, the Perkins Act requires the Council to:

- ◆ Advise the State Board on the development of the State Plan for Vocational Education.
- ◆ Advise the State Board and make reports to the governor, business community and general public concerning policies the State should pursue to strengthen vocational education/initiatives and methods the private sector could undertake to help modernize vocational education.
- ◆ Analyze and report on the availability of vocational education.
- ◆ Consult with the State Board on the establishment of evaluation criteria for vocational education.
- ◆ Analyze and report on the distribution of spending for vocational education.
- ◆ Consult with the State Board on the establishment of evaluation criteria for vocational education.
- ◆ Submit recommendations to the State Board on the conduct of vocational education programs which emphasize the use of business concerns and labor organizations.
- ◆ Assess the distribution of federal assistance provided under the Carl D. Perkins Act with particular attention to the distribution of funds between secondary and postsecondary institutions.
- ◆ Recommend procedures to the state Board to assure and to enhance public participation, particularly that of local employers and labor organization providing vocational education at the top most level.
- ◆ Report to the State Board on the extent to which special populations (handicapped persons disadvantaged persons, adults needing training or retraining, single parents or homemakers, incarcerated persons and persons in sex equity programs) have equal access to vocational education programs.
- ◆ Advise the Governor, State Board, State Job Training Coordinating Council, U.S. Secretary of Education, U.S. Secretary of Labor.
- ◆ Biannually evaluate the adequacy and effectiveness of the vocational education system's coordination of JTPA education funds.
- ◆ Conduct at least one public meeting a year to secure the views of the public on vocational education.
- ◆ Consult with the State Board on the establishment of technical committees which develop model curriculum.

Vocational Education is governed by the State Board of Education, which in Idaho is designated as the State Board for Vocational Education.

Roy E. Mosman, *President*

Joseph Parkinson, *Vice-President*

Curtis H. Eaton, *Secretary*

Anne Fox, *Member*

Dr. Carole McWilliams, *Member*

Judy Meyer, *Member*

Tom Dillon, *Member*

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Dr. Rayburn Barton  
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Published by the State Council on Vocational Education

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1996  
**Recommendations**  
to the Idaho State  
Board of Education



presented by the  
Idaho Council on Vocational Education



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## The State Council on Vocational Education

*Council Members 1996*

*Dr. Emma M. Gebo, Chairman, Pocatello*

*Mr. Mark Briggs, Vice Chairman, Boise*

*Dr. Gerald Beck, Twin Falls*

*Mr. Alex Creek, Idaho Falls*

*Ms. Marilyn Hall, Lewiston*

*Ms. Vickie Northrop, Arco*

*Ms. Ruth Rathbun, St. Maries*

*Mr. D. G. Quinton, Post Falls*

*Mr. Bryan Samuels, Lapwai*

*Mr. John Sessions, Driggs*

*Mr. Craig Sheets, Boise*

*Mr. Blaine Stevens, Sandpoint*

*Mr. W. F. "Bill" Whittom, Eagle*

*Don Brennan, Executive Director*

*Sally Blackwell, Administrative Assistant*

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## Mission and Purpose

The State Council on Vocational Education advises the Governor, the State Board of Education, the State Job Training Coordinating Council, the U.S. Secretary of Education and U.S. Secretary of Labor. Under Public Law 10-392, the Perkins Act requires the Council to:

- Report and advise on policies Idaho should pursue to strengthen vocational education with particular attention to programs for persons with physical, mental and sensory disabilities.
- Recommend initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education.
- Evaluate program delivery systems assisted under the Carl D. Perkins Vocational Education and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving their respective purposes.
- Review the adequacy and effectiveness of the coordination between job training and vocational education.
- Consult on the annual State program plan for Vocational-Technical Education.
- Consult on the establishment of program evaluation criteria.
- Consult on the establishment and operation of the State technical committees which advise the Council and Board on the development of model curriculum to meet Idaho's labor market needs.
- Analyze the distribution of spending for vocational programs including the distribution of federal assistance between secondary and postsecondary programs and the availability of vocational programs, services and activities within Idaho.
- Report on the extent which equity and access to quality vocational programs is provided for: persons with physical, mental and sensory disabilities, persons with social, economic and educational disadvantages, adults in need of training and retraining, single parents, homemakers, incarcerated criminal offenders and participants in programs designed to eliminate sex bias and stereotyping in vocational-technical education.
- Make recommendations on vocational programs which emphasize the use of business concerns and labor organizations.
- Make recommendations on procedures to insure and enhance the participation of the public in the provisions of vocational-technical education at the local level, particularly the participation of local employers and local labor organizations.
- Conduct at least one public meeting a year to secure the views of the public on vocational education.
- Meet with the State Board of Education at least twice yearly to make vocational program recommendations.

## The State Council on Vocational Education



Executive Director,  
Don Brennan

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Mr. Curtis Eaton, President  
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Emma M. Gebo, Ph.D., Chairman  
Idaho State Council on  
Vocational Education

Dear Mr. Eaton:

The Idaho State Council on Vocational Education, a 13-member body appointed by the Governor and representative of both the public and private sector, was established as a component of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The members of the State Council work diligently to advise the State Board of Education and make reports to the Governor, the business community and the general public concerning policies the state should pursue to strengthen vocational education and suggest initiatives and methods the private sector should undertake to assist in the modernization of vocational education programs.

As a council, we take our charge seriously. We have appreciated the opportunity to meet twice yearly with the State Board of Education. Our discussions have focused most recently upon the need to increase the capacity for vocational education and to make parents, students, teachers, school board members and school administrators aware of the jobs and careers available in the State of Idaho. We believe that everyone needs to be aware of the skilled, well-paid career opportunities available in our state for which vocational training is available.

The State Council on Vocational Education believes strongly that both real and perceived barriers that exist between academic and vocational education programs should be eliminated so that education in our state can be most effective for students of all ages. Expansion of the vocational-technical education system in our state could prepare more individuals to make smooth transitions from learning to earning. We appreciate the opportunity to provide suggestions for furthering vocational education in Idaho.

Emma M. Gebo, Ph.D., Chairman  
Idaho State Council on  
Vocational Education

## Preface

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**T**he members of the Idaho State Council on Vocational Education firmly believe that real-life examples of vocational education at work are very effective in communicating our message. The secondary and postsecondary students who had an opportunity to share their learning experiences with the members of the State Board last fall expressed, in their own words, the level of knowledge and confidence that they were gaining through their programs. Each of them clearly communicated appreciation for the learning opportunities available through vocational education. They were explicit in expressing the level of knowledge that they will have upon completion of their programs—and confident that they would be better prepared to obtain employment in their selected fields. The teacher who appeared with one of the students detailed specific ways in which she has changed and improved learning experiences in her classroom as a result of the work-based experience.

Yes, we believe that it is important to all students in Idaho to increase the capacity of vocational-technical education, increase public awareness of jobs and careers available, eliminate barriers between academic and vocational education, update and increase the use of technology and encourage teachers to participate in work-based experiences appropriate to their discipline. Our recommendations to the State Board of Education suggest areas of change needed to bring about systemic change within the education system. As citizens and consumers of the education system, we believe that it is the responsibility of the system to assure that all students will acquire the knowledge, skills and attitudes necessary for success in school, in the workplace and in life.

The recommendations that follow are the result of a continued focus on improving vocational education in the State of Idaho. We sincerely believe that this is the time to expand Idaho's vocational-technical system and promote a strong program for students of all ages -- a vocational program that helps them to make the transition from a learning environment to an earning environment.



**CAPACITY**

*Articulation*

**TECHNOLOGY**

*certification*

## Recommendations

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# 1. Capacity

### Recommendation

Increase the capacity of vocational education to provide slots for tech prep/school-to-work students coming from K-12 while not reducing slots for JTPA, Vocational Rehabilitation, Job Service, etc. Encourage continuance of work force development concept by providing technical training and retraining opportunities statewide for Idaho companies.

### Rationale

*One hundred Tech Prep programs in high schools and technical colleges throughout the state, 28 more than the previous year.*

The School-to-Work Initiative and Tech Prep Movement have put increased pressure on vocational, limited-enrollment programs. Many of the high demand vocational programs have waiting lists now. The proposed legislation in the area of work force development will place additional pressure on the capacity of the vocational system.





## CORINNA

*I know that being a single parent, going to school plus working in the summer is a very difficult situation. But, I am taking full responsibility and the effort to succeed in life so I can finish school and raise my child in the best way possible. There is nothing that has taken me farther than staying in school and nothing will ever stop me from believing that I can and will become successful in the future!*

Ms. Corinna Flores, sophomore at Centerpoint High School in Caldwell in the Health Occupations Program, member of the Student Council and member of VICA, would like to eventually win a scholarship to go to college.

## Recommendations

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### 2. Articulation

#### Recommendation

Articulation between K-12 and higher education with a clear pathway from a high school diploma to certificates and Baccalaureate degrees. Eliminate all barriers between academic and vocational education to assure that every person who exits an educational setting will be prepared with workforce readiness skills, attitudes and knowledge for employability.

#### Rationale

Students at all levels should be able to progress through certificate and degree programs without repeating courses or coursework. Acceptance into programs should be based upon analysis of student competence.



## JACQUE

*Through vocational education in my four years of high school, I have been able to develop skills that I will need in the future. Vocational education has given me the opportunity to gain leadership skills, be competitive, and meet many interesting people. I have also learned many decision-making skills through my Supervised Agricultural Experience project. I know that all of these skills will be important as I pursue a career in agriculture.*



*Ms. Jacque Church, senior at Fruitland High School taking Agriculture Science classes, member of FFA, wants to attend University of Idaho in Animal Science or Agribusiness.*



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## Recommendations

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### 3. Technology

#### Recommendation

*Distance Learning Centers at technical colleges are bringing classroom instructors electronically into remote high school classrooms.*

Encourage the use of technology by vocational education teachers by providing them incentives for students being served in a more efficient way while improving results.

#### Rationale

An incentive program is needed to stimulate creativity in order to infuse technology into curriculum that is designed to reduce the time required to learn a subject or enhance the level of understanding in the subject area.



*Karen Pyron, pictured left with Butte and Mackay students (visible on television monitor) teaches English, speech and reading using distance learning technology. "This fall she taught the reading class to Mackay as well as students at Butte High using this new technology. This is a wonderful opportunity for our community, and the potential is unlimited. It will save people many miles and hours in furthering their education." Vicky Northrup, Counselor, Arco.*



## JEFF

*The most significant turning point in my life occurred my freshman year of college when an agriculture teacher at the College of Southern Idaho took me under his wing and helped me be a success in my classes and in the Postsecondary Agricultural Students organization (PAS). As National Vice President of PAS, I have been offered the opportunity to be a dream maker or a dream breaker, I chose to be the dream maker.*



*Mr. Jeff Raynor, student at the College of Southern Idaho in the Agriculture Program, member of FFA and PAS, wants to go into Agriculture Education at the University of Idaho.*

## Recommendations

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### 4. Certification



*Debra Shipley congratulating one of her students. Many students with such "strikes against them" as juvenile offenses, disabilities, low income, and teen parent, learned job skills and have decided to stay in school and get their GED through a Summer Youth Program taught by Shipley.*

#### Recommendation

Recognize that career teachers, at all levels, need to be seen as current to their chosen fields. We believe that the State Board of Education should encourage certification language that would require teachers to understand the central philosophical principles and processes of instruction that increase student career awareness, exploration and decision making.

#### Rationale

The recognition of the need for partnerships between industry and education supports investigation, by teachers, of the actual workplace skills needed by industry as they employ persons who have achieved a level of education that theoretically prepares them for a productive life.

We support the Entry Level Teaching Standard which describes the essential components for every teacher relative to transitioning students from learning to earning. Similar emphasis should be encouraged for teachers currently in the K-12 system. Career teachers at all levels should take advantage of the opportunity to



include a work-based experience as a part of their personal professional development plan. This experience could provide the teacher with current and relevant information about workplace skills actually needed for Idaho business and industry.

The responsible teacher would utilize the knowledge gained and alter lesson plans and learning experiences to integrate current and relevant work-based information, as appropriate, into their classrooms. Using this knowledge and experience, teachers would have a background for answering the students' frequently asked question, "Teacher, why do I have to learn this?"

## DEBRA \_\_\_\_\_

*Debra Shipley agreed to prepare for and teach a summer youth program in Pocatello. Preparing meant giving up the "security blanket" of her classroom curriculum and finding new methods to help special needs students succeed in work*

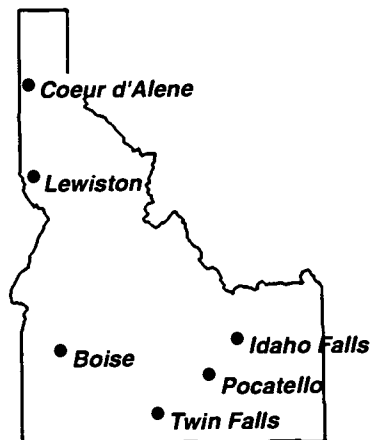
*settings. She learned to teach skills like budgeting, collecting money, communicating, and punctuality to the special needs students in the context of the work place. Because of this experience, "I changed the way I viewed what I do in my classroom. Transition has taken on a new meaning. As special education teachers, we are mandated by law to write a transition plan for every student who leaves our program, whether they graduate or not and now I look at transition as being a reality. I want all of my students to have a resume, a workplan, a way that they can go out and become employable or go on to postsecondary training of some sort, and I am going to do that through transition and curriculum."*



## Programs and Options

DIVISION & PROGRAM TITLE	BSU	CSI	ETC	ISU	LCSC	NIC	DIVISION & PROGRAM TITLE	BSU	CSI	ETC	ISU	LCSC	NIC
<b>Agriculture Education</b>							<b>Home Economics Education</b>						
Agribusiness		•					Child Development, Care, Guidance	•	•		•	•	
Agriculture Power Machinery			•		•		Day Care Assistant	•					
Farm & Ranch Mgmt (part-time Pgm)	•	•	•	•			Day Care Supervisor	•					
Fish Technology		•					Culinary Arts/Food Service	•	•		•		•
Horticulture	•												
<b>Business &amp; Office Education</b>							<b>Trade &amp; Technology Education</b>						
Business Computer Programming				•		•	Aircraft Maintenance Technology				•		
Application Programmer				•		•	Air Frame				•		
Computer Operator				•		•	Power Plant				•		
Computer Software Engineering							Air Frame & Power Plant				•		
/Language Specialist				•			Apprenticeship	•			•		
Computer Software Engineering							Electrical				•		
/Network Specialist				•			Plumbing				•		
Microcomputer Specialist				•			Auto Parts Distribution				•		
Business & Office Technology	•	•	•	•	•	•	Automotive Body Repair	•	•		•	•	•
Accounting Paraprofessional			•				Advanced Unibody Repair		•				
Bookkeeper/Accounts Clerk/Specialist	•	•	•	•	•		Automotive Refinishing				•		
Business Computer App. Specialist			•				Automotive Mechanic/Technician	•	•	•	•	•	•
							Broadcast Technology	•					
<b>Environmental Legal Assistant</b>			•				Business Machine Repair	•			•		
Executive/Admin. Sec/Assistant	•		•	•	•	•	Photocopy Technology	•					
General Office Technology		•	•	•	•	•	Cabinetmaking/Woodworking		•				
Legal Secretary/Assistant	•		•	•	•	•	Carpentry						•
Medical Secretary/Assistant			•	•	•	•	Chemical Laboratory Technician			•			
Office Systems/Information Proc			•				Civil Engineering Technology				•		
Specialist			•			•	Cosmetology				•		
Secretary		•	•				Nail Sculpturing				•		
Word Proc/Office Automation		•	•		•		Diesel Engine Mechanics	•	•	•	•	•	•
Computer Network Support Technician			•				Diesel Electric Technology				•		
Paralegal			•		•		Tractor		•				
							Truck		•				
<b>Business Marketing &amp; Management</b>							Drafting Technology	•	•		•	•	•
Insurance Customer Service Rep			•				Civil Engineering Drafting				•		
Marketing/Management	•	•	•	•	•		Design Drafting Technology				•		
Business Technology			•	•			Mechanical Design Drafting				•		
Distribution				•	•		Electrical Lineworker	•					
Hospitality/Hospitality Management				•	•		Electrical Technician				•		
Hotel/Motel Management		•					Electromechanical Drafting				•		
Management Technology				•			Integrated Circuit Design				•		
Manufacturing Mid-Management			•				Electromechanical Technology				•		
Mid-Management		•					Electronic Technology	•	•	1*	•	•	•
Retail Merchandising		•					Computer Systems Analysis/Repair				•		
							Digital Service Technology		•		•		
<b>Health Occupations Education</b>							Radio Communication				•		
Certified Occupational Therapist Assistant				•	•		Video Systems Repair				•		
Dental Assisting	•		•				Electronic/Telecommunications Tech				•		
Dental Lab Technology				•			Fire Protection & Safety Technology	•	•	•	•	•	•
Health Information Technology				•			Graphic & Printing Equip. Technology				•		
Medical Assistant		•	•	•			Color Press Technician				•		
Medical Language Specialist				•			Electronic Imaging				•		
Mental Health Technician						•	Offset Press				•		
Pharmacy Technician/Assistant						•	Phototypesetting				•		
Physical Therapist Assistant				•		•	Hazardous Materials Technician			•	•		
Practical Nursing	•	•	•	•		•	Heating, Air Conditioning and	•	•		•		
Respiratory Therapy Technician	•						Refrigeration Mechanics	•					
Surgical Technology	•						Industrial Machinery Maint & Repair	•					•
							Automated Industrial Technician	•					

DIVISION & PROGRAM TITLE	BSU	CSI	ETC	ISU	LCSC	NIC
Industrial Environmental Technician	.				.	
Industrial Manufacturing Technology	.					
Instrumentation Technology				.		
Laser Electro-Optic Technology				.		
Law Enforcement		.		.		.
Correctional/Detention Technology				.		
Machinist/Machine Technology	.			.		.
Machine Tool Operator/Technology				.		
Major Appliance Repair					.	
Marine Mechanic						.
Mechanical Trades			.			
Agricultural Mechanics Technology			.			
Automotive Technology			.			
Diesel Technology			.			
Plant Operations Technology		.				
Professional Truck Driving	.					
Radiation Safety Technology			.			
Recreational & Small Engine Repair	.					
Semiconductor Technology	.					
Water Quality/Wastewater Treatment Tech	.	.		.	.	.
Welding	.	.	.	.	.	.
Machining Technology					.	
Mechanical/Welding Technician	.					
Welder-Fitter	.				.	



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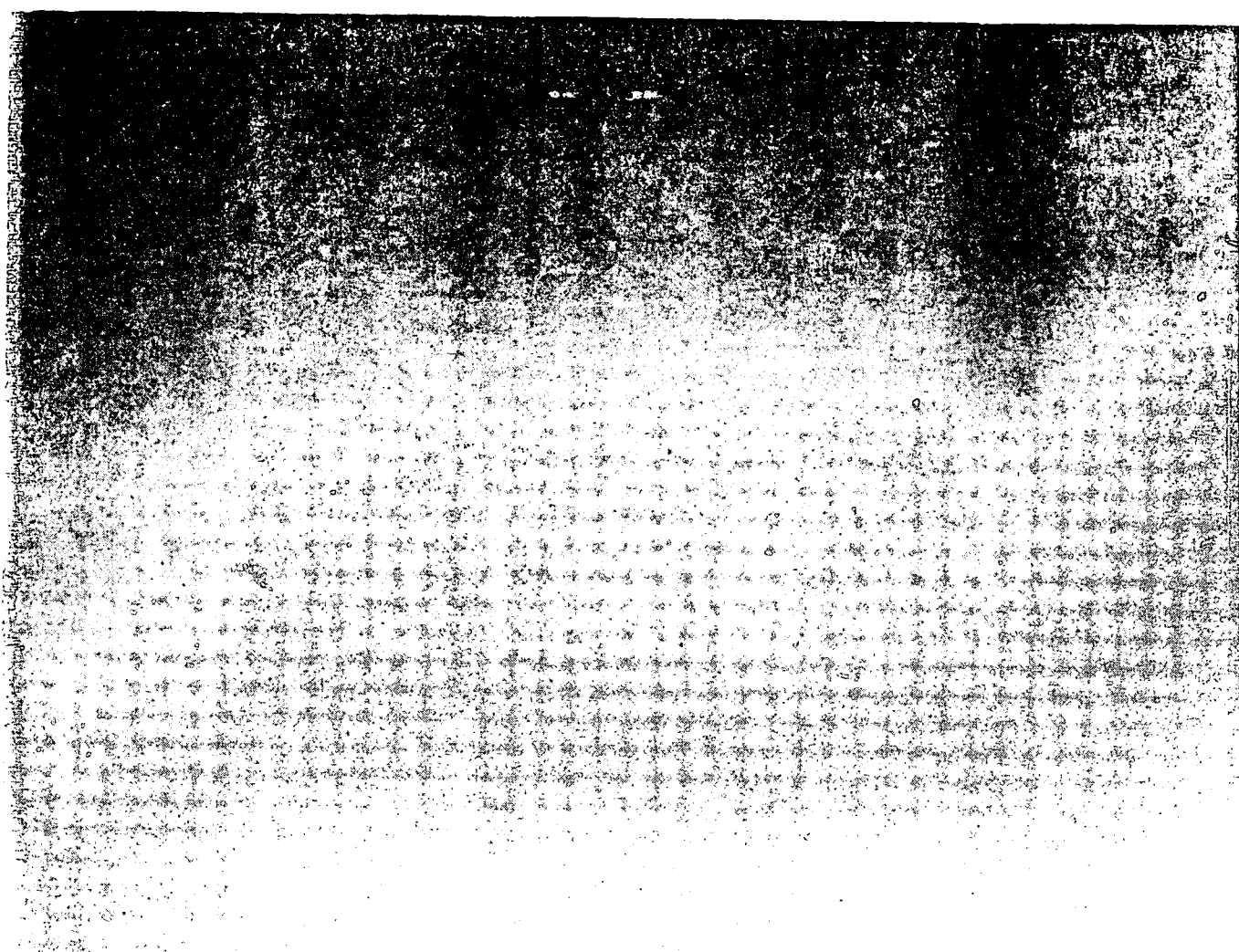
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